DOCUMENT RESUME

ED 319 086 CS 507 162

AUTHOR Gray, Philip A.
TITLE Assessment of Basic Oral Communication Skills. A Selected, Annotated Bibliography. Second Edition.
INSTITUTION Speech Communication Association, Annandale, Va.
PUB DATE Apr 90
NOTE 5p.; For the first edition, see ED 289 200.
AVAILABLE FROM Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 (free).
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Ability Identification; Annotated Bibliographies; Basic Skills; *Communication Skills; *Educational Assessment; Elementary Secondary Education; Higher Education; Interpersonal Communication; *Listening Skills; *Minimum Competency Testing; Skill Development; *Speech Skills; Student Evaluation

ABSTRACT

This annotated bibliography contains 44 references, dated from 1976 to 1989, intended for educators concerned with assessment of basic speaking and listening skills, with particular emphasis on minimal competency testing and basic skills improvement programs. The materials cited do the following: (1) assess broad assessment issues; (2) review a variety of test instruments; (3) report assessment practices throughout the states; and (4) focus specifically on the assessment of speaking, listening, and functional communication skills. (KEH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED319086

# ASSESSMENT OF BASIC ORAL COMMUNICATION SKILLS

A Selected, Annotated Bibliography, Second Edition

Prepared by

Philip A. Gray
Department of Communication Studies
Northern Illinois University

April 1990

Distributed by the Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003.
This bibliography may be reproduced for free distribution without permission of the Speech Communication Association.

This bibliography includes materials for educators who are concerned with assessment of basic speaking and listening skills, especially in the context of minimal competency testing and basic skills improvement programs. The bibliography is divided into two sections. The first includes materials that address broad assessment issues, review a variety of test instruments, and report assessment practices throughout the states. The second contains sources that focus specifically on the assessment of speaking, listening, and functional communication skills.

## General Sources on Assessment Issues and Instruments

Achievement testing and basic skills. Proceedings of the national conference on achievement testing and basic skills. Washington, D.C.: U.S. Department of Health, Education and Welfare and National Institute of Education, 1979. This report covers various basic skills issues--use of test results, implications of tests for poor and minority children, cultural considerations, and the Federal role in testing.

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education Standards for educational and psychological testing. Washington, D.C.: APA, 1985. Joint technical standards for standardized testing and measurement including discussion of validity and reliability.

Berk, Ronald A. Performance assessment: Methods and applications. Baltimore, MD: The John Hopkins University Press, 1986. Chapters 12 and 18, "Personnel evaluation" and "Writing skills assessment," are particularly relevant to basic skills assessment.

Bostrom, R. (Ed.). Competence in communication: A multidisciplinary approach. Beverly Hills, CA: Sage Publications, 1984. Examines crosscultural, interpersonal, organizational, developmental, and mass communication perspectives on competence in communication.

Buros Institute of Mental Measurements, James V. Mitchell, Jr. (Ed.). Tests in print III. Lincoln, NE: University of Nebraska Press, 1983. A standard reference for information on published tests. Lists an index to tests, test reviews, and literature on specific tests.

Fisher, B. A. (Ed.) Western Journal of Speech Communication. Vol. 48, No. 2, Spring 1984. A special issue on children's communicative development including conversational competency, acquiring sociolinguistic knowledge, differences between comprehension and production of language, impact of TV advertising, role-taking, and development from birth.

Gronlund, N.E. Measurement and evaluation in teaching. (5th ed) New York: Macmillan, 1985. A useful source chosen by teachers for its excellence, readability and applicability.

CS507162

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

W. WORK

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Haney, W. Testing the tests. Staff Circular No. 1. Cambridge, MA: Huron Institute, 1978. Reviews past efforts to rate the quality of standardized tests. Discusses implications and problems in assessing test quality.

Homewood-Flossmoor Community High School District 233. Validity-reliability: Determining validity and reliability of locally developed assessments. Springfield, IL: Illinois State Board of Education, 1988.

Linn, Robert L. "Instrument quality indices in competency-based programs." In Bunda, Mary Anne and James R. Sanders (Eds.) Practices and problems in competency-based education. Washington, D.C.: National Council on Measurement in Education, 1979. Comprehensive history of reliability/validity assessment of competency-based instruments.

National Evaluation Systems, Inc. Bias issues in test development. Amherst, MA: National Evaluation Systems, Inc., 1987. Examines test bias through language usage, stereotyping, representational unfairness, and content exclusion.

Perspectives on communication competency. Three articles offer differing perspectives on competency. See James C. McCroskey, "Communication competence and performance: A research and pedagogical perspective," Communication Education. Vol. 31, No. 1, Jan. 1982, pp1-7. McCroskey argues the need to separate concepts of communication competency and communication performance. Gerald M. Phillips, "A competent view of 'competence'," Communication Education. Vol. 33, No. 1. Jan. 1984, pp25-36. Phillips addresses the preoccupation with definitions and measurement of competence. He suggests that the locus of interest should be shifted to techniques for training performance improvement. And, Brian H. Spitzberg, "Communication competence as knowledge, skill, and impression," Communication Education. Vol. 32, No. 3, July 1983, pp323-329. This essay proposes that competence be viewed as a function of knowledge, skill, and motivation. Compares this perspective with McCroskey's.

Perspectives on the assessment of speaking and listening skills for the 1980's. AERA Symposium. Published by Northwest Regional Educational Laboratory, 1981. (ERIC ED 210 748)

Rubin, R. B. "Communication assessment instruments and procedures in higher education," Communication Education. Vol. 33, No. 2, April 1984, pp178-180. A summary report by the SCA Committee on Assessment and Testing describing the range and degree of assessment occurring in colleges and universities.

Swezey, Robert W. Individual performance assessment: An approach to criterion-referenced test development. Reston, VA: Reston Publishing Co., 1981.

Vangelisti, A. L., and Daly, J. A. "Correlates of speaking skills in the United States: A national assessment," Communication Education. Vol. 38, No 2, April 1989, pp132-143. Examines correlates of 8 speaking tasks with various racial, ethnic, etc., demographic characteristics. Based on 1985 NAEP data.

Wiemann, J. M., and Backlund, P. M. "Current theory and research in communicative competence," Review of Educational Research. Vol. XV, Spring 1980, pp185-199. Article focuses on the identification of competency as an educational objective. Includes a review of relevant research. (Also see ERIC ED 155 763.).

**Sources on Assessment of Speaking, Listening, and Functional Communication Skills**

Allen, R. R., and Brown, K. L. (Eds.) Developing communication competence in children. Skokie, IL: National Textbook Co., 1976. (May be purchased from SCA). Literature review, behavioral study of children's communication competencies, and an assessment of teachers' attitudes regarding goals of speech communication instruction. Also contains a framework and objectives for functional communication instruction.

Allen, R. R., and Wood, B.S. "Beyond reading and writing in communication competence," Communication Education. Vol. 27, No. 4, Nov. 1978, pp286-292. Argues for developing competencies in an array of

communication situations involving speaking and listening as well as reading and writing. Five functions of communication are offered as the communication focus of a language arts program.


Backlund, P. " Essential speaking and listening skills for elementary school students," Communication Education. Vol. 34, No. 3, July 1985, pp185-195. Report of the SCA Task Force for elementary school children. Describes specific skills, assessment of those skills, and teaching strategies.

Backlund, P.; Gurry, J.; Brown, K., and Jandt, F. "Evaluating speaking and listening skills assessment instruments: Which one is best for you?" Language Arts. Vol. 57, No. 6, Sept. 1980, pp621-627. Focuses on need for assessment of skills that accounts for differences between those unique to oral language and those unique to written language.

Backlund, P.; Gurry, J.; Brown K.; and Jandt, F. "Recommendations for assessing speaking and listening skills," Communication Education. Vol. 31, No. 1, Jan. 1982, pp9-18. Authors continue to clarify and develop criteria introduced in the 1980 article.

Bassett, R. E.; Whittington, N.; and Staton-Spicer, A. "The basics in speaking and listening for high school graduates: What should be assessed?" Communication Education. Vol. 27, No. 4, Nov. 1978, pp293-303. Recommends 20 speaking and listening competencies for high school graduates. Illustrates how each competency can be applied in occupational, citizenship, and maintenance situations.

Bostrom, R. N., and Waldhart, E. S. "Memory models and the measurement of listening," Communication Education. Vol. 37, No. 1, January 1988, pp1-13. Discusses measurement of memory, interpretation, and concentration in relation to the Kentucky Listening Test.

Brown, et al. Assessment of basic speaking and listening skills: State of the art and recommendations for instrument development. Vol. 1. Boston, MA: Massachusetts State Department of Education, 1979. Even though dated, this is still a useful, comprehensive guide.

Cooper, Pamela J. and Galvin, Kathleen M. (Eds.) The future of speech communication education. Proceedings of the 1988 SCA Flagstaff Conference. Annandale, VA: Speech Communication Association, 1989. Includes a conference paper on "Improving speech communication assessment, K-12" and a report on the status of assessment.

Foorman, B. R. "The case for a developmental pragmatic approach to assessing language proficiency," Communication Education. Vol. 33, No. 3, July 1984, pp243-250. Assessing working memory, discrete-item language proficiency, and interaction samples. Lists assessment measures with guidelines.

Larson, C. E. "Problems in assessing functional communication," Communication Education. Vol. 27, No. 4, Nov. 1978, pp304-309. Emphasizes that problems in assessing functional communication have their origin in conceptual ambiguity. Contrasts communicative competence with functional effectiveness and proposes the latter as a more appropriate construct for older children and adults.

Larson, C.; Backlund, P.; Redmond, M.; and Barbour, A. Assessing functional communication. Falls Church, VA: Speech Communication Association, 1978. (ERIC ED 153 275; also available from SCA). Part I identifies and describes conceptual and methodological issues involved in evaluating the major components of interpersonal interaction related to functional communication. Part II contains brief reviews of 90 instruments designed to generate information on some aspect of functional communication.

Lundsteen, S. W. Listening: Its impact at all levels on reading and the other language arts (Rev. ed.). Urbana, IL: National Council of Teachers of English, 1979. (ERIC ED 169 537). A review of research in listening including definitions and evaluation methods. Presents a listening taxonomy and describes commercial, unpublished, and teacher-designed assessment instruments and procedures.

Monge, P. R.; Backman, S. G.; Dillard, J. P.; and Eisenberg, E. M. "Communicator competence in the workplace: Model testing and scale development," Communication Yearbook 5. (M. Burgoon, ed.) New Brunswick, NJ: Transaction Books, 1981, pp505-527. Assessing competencies on the job.

Quianthy, Richard L., Project Director. Communication is life: Essential college sophomore speaking and listening competencies. Proceedings of the 1987 SCA Wingspread Conference. Annandale, VA: Speech Communication Association, 1990. Includes chapters on "Assessment strategies for exit competencies" and "Training the assessor."

Rubin, D.; Daly, J.; McCroskey, J.; and Mead, N. "A review and critique of procedures for assessing speaking and listening skills among preschool through grade twelve students," Communication Education. Vol. 31, No. 4, Oct. 1982, pp285-304. Review and critique of 45 available listening and speaking assessment instruments. Recommendations for further research and development.

Rubin, D. L., and Mead, Nancy A. Large scale assessment of oral communication skills: Kindergarten through grade 12. Annandale, VA: Speech Communication Association, 1984.

Rubin, R. B. "Assessing speaking and listening competence at the college level: The communication competency assessment instrument," Communication Education. Vol. 31, No. 1, Jan. 1982, pp19-32. Report on the CCAI, a test of basic communication skills for college students.

Rubin, R. B. "The validity of the communication competency instrument," Communication Monographs. Vol. 52, No. 2, June 1985, pp174-185. (Contact SCA for information about the Communication Competency Assessment Instrument.)

Rubin, R. B.; Moore, M. R.; Sisco, J.; and Quianthy, R. Oral communication assessment procedures and instrument development in higher education. Annandale, Va: Speech Communication Association, 1984. Provides descriptions of assessment procedures in 45 schools and an analytical review.

Rubin, R. B., and Roberts, C. V. "A comparative examination and analysis of three listening tests," Communication Education. Vol. 36, No. 2, April 1987, pp142-153. Tests are the Watson-Barker Listening Test for adults and mature college audiences, the Kentucky Comprehensive Listening Test for adults, and the Communication Competency Assessment Instrument, a comprehensive college-level communication competence measure.

SCA guidelines for competencies in speaking and listening for high school graduates. 1982. Brochure available from the Speech Communication Association. Lists basic speech communication and human relations skills with examples of occupational, citizenship, and daily living applications.

Speaking and listening activities in Illinois schools: Sample instructional and assessment materials. Springfield, IL: Illinois State Board of Education, 1989. Lists speaking and listening objectives with suggested activities and assessment strategies. A valuable resource for the K-12 teacher and curriculum director.

Stohl, C. "Developing a communicative competence scale, Communication Yearbook 7 (Robert N. Bostrum, Ed.) Beverly Hills: Sage Publications, 1983, pp685-716. Study defines communicative competence (focusing on 3-5 year old children), briefly reviews methods of assessment, and provides a report of the empirical investigation.

Watson, K. W., and Barker, L. L. "Listening behavior: Definition and measurement." In Bostrom, Communication Yearbook 8. Beverly Hills, CA: Sage, 1984. Brief discussion of frequently used listening tests and related issues. Comprehensive reference list.

Wood, B. S. (Ed.) Development of functional communication competencies: Pre-K - grade 6, and Development of functional communication competencies: Grades 7-12. Falls Church, VA: Speech Communication Association, 1977. (ERIC ED 137 858 and 859; also available from SCA.). The first describes the child as a competent communicator and discusses techniques that encourage functional communication competence. The second booklet focuses on the adolescent.

Educational documents with ED numbers can be obtained from the ERIC system. Please check Resources in Education in your library for ordering information.